NCES 2007-495OK4

The Nation's Report Card Mathematics 2007

State Snapshot Report

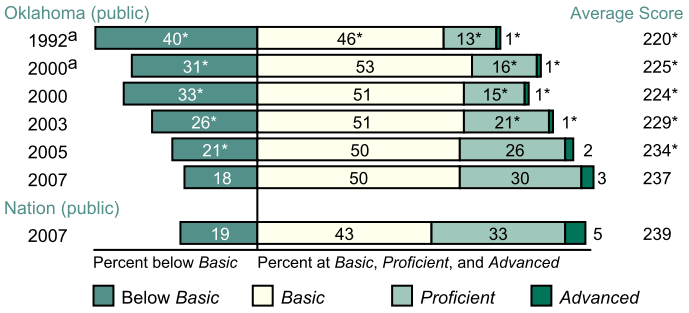
Oklahoma
Grade 4
Public Schools

The National Assessment of Educational Progress (NAEP) assesses mathematics in five content areas: number properties and operations; measurement; geometry; data analysis and probability; and algebra. The NAEP mathematics scale ranges from 0 to 500.

Overall Mathematics Results for Oklahoma

- In 2007, the average scale score for fourth-grade students in Oklahoma was 237. This was higher than their average score in 2005 (234) and was higher than their average score in 1992 (220).[1]
- Oklahoma's average score (237) in 2007 was lower than that of the nation's public schools (239).
- Of the 52 states and other jurisdictions that participated in the 2007 fourth-grade assessment, students' average scale score in Oklahoma was higher than those in 10 jurisdictions, not significantly different from those in 11 jurisdictions, and lower than those in 30 jurisdictions.[2]
- The percentage of students in Oklahoma who performed at or above the NAEP *Proficient* level was 33 percent in 2007. This percentage was not significantly different from that in 2005 (29 percent) and was greater than that in 1992 (14 percent).
- The percentage of students in Oklahoma who performed at or above the NAEP *Basic* level was 82 percent in 2007. This percentage was greater than that in 2005 (79 percent) and was greater than that in 1992 (60 percent).

Percentages at NAEP Achievement Levels and Average Score



[a] Accommodations were not permitted for this assessment.

NOTE: The NAEP grade 4 mathematics achievement levels correspond to the following scale points: Below *Basic*, 213 or lower; *Basic*, 214–248; *Proficient*, 249–281; *Advanced*, 282 or above.

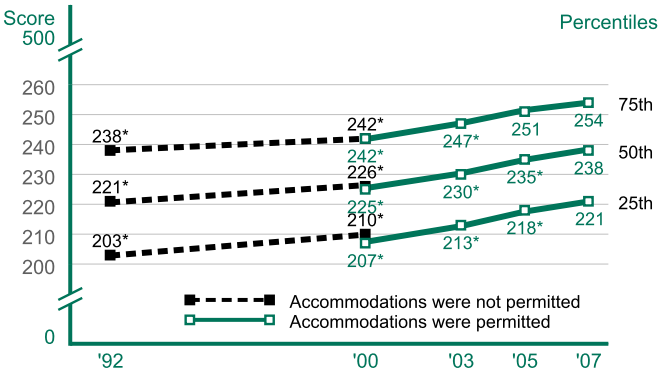
Performance of NAEP Reporting Groups in Oklahoma: 2007

Reporting groups	Percent of students	Average score	Percent below *Basic*	Percent of students at or above *Basic*	Percent of students at or above *Proficient*	Percent *Advanced*
Male	50	238	17	83	34	3
Female	50	236	18	82	31	2
White	58	242	12	88	39	4
Black	11	220	37	63	10	#
Hispanic	9	227	30	70	22	1
Asian/Pacific Islander	2	247	8	92	48	6
American Indian/Alaska Native	20	234 ↑	20	80	29	2
Eligible for National School Lunch Program	55	230	25	75	22	1
Not eligible for National School Lunch Program	45	245	9	91	46	5

Average Score Gaps Between Selected Groups

- In 2007, male students in Oklahoma had an average score that was not significantly different from that of female students. In 1992, there was no significant difference between the average score of male and female students.
- In 2007, Black students had an average score that was lower than that of White students by 22 points. In 1992, the average score for Black students was lower than that of White students by 23 points.
- In 2007, Hispanic students had an average score that was lower than that of White students by 15 points. In 1992, the average score for Hispanic students was lower than that of White students by 17 points.
- In 2007, students who were eligible for free/reduced-price school lunch, a proxy for poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 16 points. In 2000, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 18 points.
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 33 points. In 1992, the score gap between students at the 75th percentile and students at the 25th percentile was 35 points.

Mathematics Scores at Selected Percentiles



NOTE: Scores at selected percentiles on the NAEP mathematics scale indicate how well students at lower, middle, and higher levels performed.

Rounds to zero.
‡ Reporting standards not met.
* Significantly different from 2007.
↑ Significantly higher than 2005. ↓ Significantly lower than 2005.

[1] Comparisons (higher/lower/narrower/wider/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in Oklahoma were 5 percent and "percentage rounds to zero" in 2007, respectively.For more information on NAEP significance testing see http://nces.ed.gov/nationsreportcard/mathematics/interpret-results.asp#statistical.

[2] "Jurisdictions" refers to states and the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for the National School Lunch Program, which provides free and reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed. Visit http://nces.ed.gov/nationsreportcard/states/ for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Mathematics Assessments.